

Automotive

Transformations



STRAND	Key Idea	Evidence	Comment
Texts and Contexts	3.3 Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts. [In] [T] [KC1]	<ul style="list-style-type: none"> demonstrates critical awareness of audience 	
Language	3.7 Identifies and analyses features of written language and visual images when reading and viewing independently, a range of texts about familiar and unfamiliar topics. [T] [C] [KC1]	<ul style="list-style-type: none"> critically analyses multimodal texts recognises a variety of language choices in texts used in different social contexts 	
Strategies	3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.	<ul style="list-style-type: none"> interprets meaning strategically evaluates usefulness of information sources 	
	3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. [T] [C] [KC3]	<ul style="list-style-type: none"> strategically edits or proofreads written texts evaluates the product 	

About Me

My Age (in words): _____

The things I like to do out of school: _____

The things I do not like out of school: _____

The things I do not like when I am at school: _____

Favourite Music/Artist: _____

Favourite Food: _____

What are the topics you like to read about: _____

What was the last thing you read: _____

How long ago was it: _____

What was the last text message you wrote: _____

Phase 1: Spelling

Word Knowledge:

From the list above create a list of misspelt words.

ONLY work on five words at a time.

When you can consistently spell a word correctly, add another to the list.

List 1		List 2	
Your Spelling	Correct Spelling	Your Spelling	Correct Spelling
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
List 3		List 4	
Your Spelling	Correct Spelling	Your Spelling	Correct Spelling
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Questions

1. What do you do when you are writing and come to a word that you don't know how to spell?
2. How do you learn to spell a new word? What is the "talk" in your head – your thinking?

Do you sound out the letter sounds in the word?

Word Knowledge Strategies

All words should be aligned to the topic of personal interest where possible

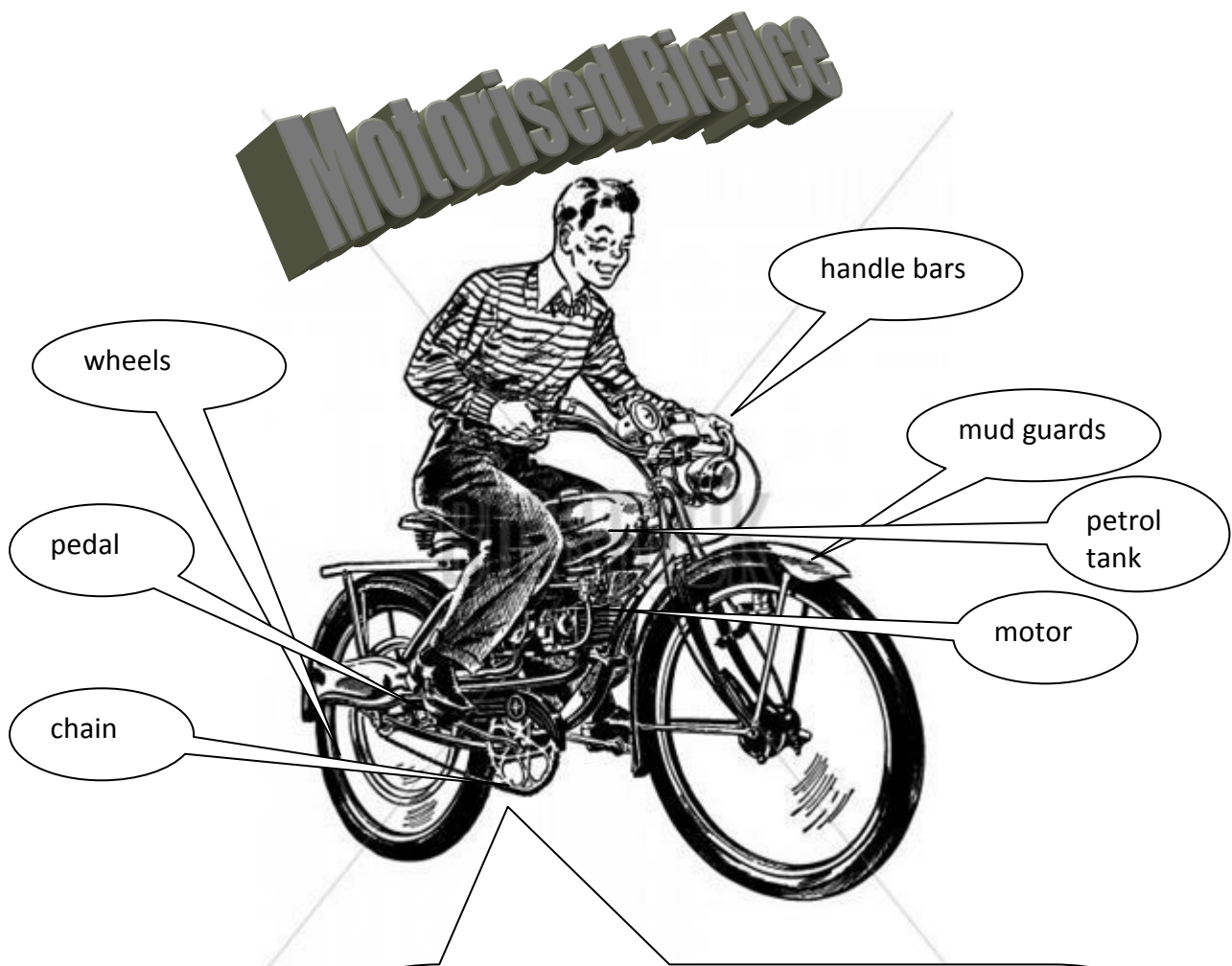
- Highlight or underline the part of the word which is misspelt.
- Focus on the letter patterns of these words – find words (word families) with similar letter blends.
- Can you hear all the letter sounds in the word? Circle the letters which are silent.



Data banks of field knowledge

Data banks can be displayed, recording field knowledge and showing correct spellings in preparation for literacy learning. This is prepared jointly with the tutor and young person to assist with researching the topic of interest.

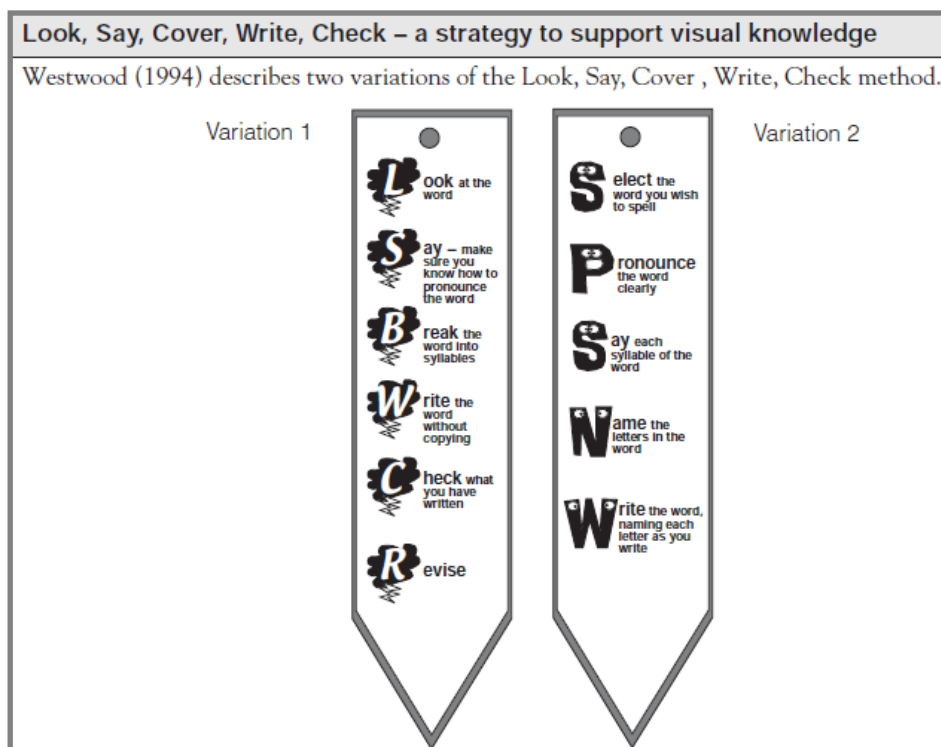
Example:



A **motorised bicycle**, **motorbike**, **cyclemotor**, or **véломoteur** is a [bicycle](#) with an attached motor and transmission used either to power the vehicle unassisted, or to assist with pedalling. Since it always retains both pedals and a discrete connected drive for rider-powered propulsion, the motorized bicycle is in technical terms a true bicycle, albeit a power-assisted one. However, for purposes of government licensing and registration requirements, the type may be legally defined as a [motor vehicle](#), [motorcycle](#), [moped](#), or a separate class of [hybrid vehicle](#). Powered by a variety of engine types and designs, the motorized bicycle formed the prototype for what would later become the motorcycle.

Source: http://en.wikipedia.org/wiki/Motorized_bicycle

Visual Support Strategy



(cited in "Writing and Spelling Strategies: Assisting students who have additional learning support needs" p.162)

Error Correction

Misspellings are corrected through the following three steps:

1. The incorrect letters of the word are crossed out, circled or boxed.
2. The correct letters are written in above the incorrect ones.
3. A correct spelling is written again on the line next to the incorrect version.

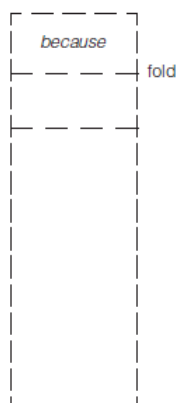
Self-correction procedures, once established, actively involve students in their learning.

Practising that tricky word

Cut strips of paper.

Mnemonic:

Big Emus Can't Add Up Sums Easily



Look
Say
Cover (fold the paper over)
Write
Check (unfold the paper)

(cited in "Writing and Spelling Strategies: Assisting students who have additional learning support needs" p.162)

Computer assisted instruction

Use spellchecker software with a brief text created by the student. The tutor can then assist in:

- (a) Identifying words which are possible errors
- (b) Locating and using the spellchecker function
- (c) Discussing the fact that it offers other possible spellings and does not spell the word for you
- (d) Discussing types of errors which are not fixed or recognised by a spellchecker, such as errors in choice of homonym (their / there; hear / here).

Free Spelling Software

<http://www.spellquizzer.com/download.htm>

<http://www.brothersoft.com/downloads/spelling.html>

http://download.cnet.com/ABC-4-Kids-Workshop/3000-2132_4-10280988.html

<http://www.top4download.com/spelling-test-practice-free-edition/gqxwhbxw.html>

Or Google “Free Spelling Software”

Constructing rhyming lists

When two words rhyme the last part of the word is often spelt the same.

Use words related to the “Data Bank of Field Knowledge”

For example:

<u>wheel</u>	<u>guard</u>	<u>chain</u>
<u>eel</u>	<u>hard</u>	<u>pain</u>
<u>peel</u>	<u>lard</u>	<u>train</u>
<u>steel</u>	<u>card</u>	

You could also create lists where the sound is the same but the spelling is different.

For example:

<u>chain</u>	
<u>plain</u>	plane
<u>pain</u>	pane
<u>train</u>	

Spelling Games

Word Search

Create and print online word searches through

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

Crosswords

Using a grid, the words are written to form a crossword.

For example:

- wheel
- pedal
- guard
- chain
- seat
- motor
- petrol

				p			g		
				e	e		u		
				d		t	a		
c				a			r		
w	h	e	e	l			d	o	
		a							l
			i						
				n					

It is **NOT** recommended that words be printed RIGHT to LEFT.

Emphasise the importance of the correct spelling when printing the words.

Investigative approach to spelling

This approach requires deeper thinking about words and the different sounds involved with blends of letters.

Search for words with a particular pattern - for example, the **ea** pattern.

These words could be listed as *head, cream, ocean, sea, great, dear, read, bread, ear, clear, lean, and break.*

The words are then reorganised according to the sound that **ea** is making in each word.

For example:

Words listed according to the sound ea makes in each word. Listen carefully for the <u>ea</u> sound as you say the words				
<u>sea</u>	<u>read</u> (past tense)	<u>great</u>	<u>ocean</u>	<u>ear</u>
<u>read</u> (present tense)	<u>head</u>	<u>break</u>		<u>clear</u>
<u>cream</u>	<u>bread</u>			<u>dear</u>
<u>lean</u>				

Using authoritative sources: dictionary training

If the young person is still having difficulty knowing the order of letters in the alphabet, the following activity could provide a prompt when searching for word meanings.

ALPHABETISING -Try the following:

1. Place lists in alphabetical order in which no two words begin with the same letter,

eg

bill	meaning	carport
soil	unmask	mask
bevel	lump	world

2. Place words of the same initial letter into alphabetical order.

Talk about how it is necessary to go to the second letter as the first letters are all the same.

eg

early	egg	extra
enemy	enclose	extra
equator	ear	eat

3. What would they have to do with words that have both first and second letters the same?
(We have to go to the third letter)

eg

gloss	glib	glaze
glass	glance	glacier
gloom	glad	glitch

Spelling Tricks

There are other ways to help students remember spellings – they can make up some of their own tricks to help them remember.

[illegible]

Phase 2: Moving Forward

Activity 1

Using some text about the topic of interest cut and paste it into [Wordle](#).

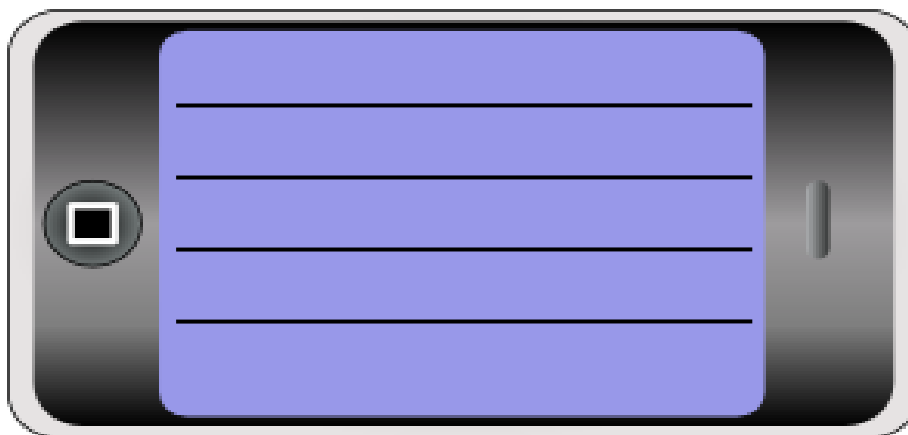
For example



Are there any spelling words which can be added to the list of words?

Activity 2

1. Write a text message on this iPhone to a mate explaining what you are doing today.



2. Rewrite/decode your text message to correctly spelt words.

The Harley-Davidson Story

(Story adapted from: <http://www.scribd.com/doc/16523139/Motorbike-Stories>)

Read the following text:



Paragraph 1:

In 1901, when William Harley was 21, he drew up plans for an 116cc engine, which he built and fitted to a pedal cycle. He was joined by his friend Arthur Davidson, and together they worked on what was really a motor- bicycle. With the help of Arthur's brother, Walter, they completed the project in 1903.

Paragraph 2:

The second machine had a bigger 405cc engine and frame design which meant this machine was a forerunner of the modern motorcycle. The prototype was built in a ten by fifteen feet shed belonging to the Davidson family. By 1905 this motorcycle was been offered to the public on a very limited basis. Three were sold that year.

Paragraph 3:

By 1907 production had reached 150 motorcycles, and in that year they began selling their machines to police departments. In the same year, a prototype 880cc, V-twin engine was developed. By 1909 well over 1,000 motorcycles were being produced.



Paragraph 4:

In 1917, the USA entered World War 1 and new demands were placed on the company, as the military needed a robust, reliable machine. Harley-Davidson produced 20,000 motorcycles for the war machine. This no doubt helped the company take their place as the World's largest motorcycle manufacturer, and by 1920 they were producing over 28,000 motorbikes which were sold in 67 Countries.

**Paragraph 5:**

Hollywood too has played a part in the development of Harley-Davidson, sadly tarnishing the company's image and leading the brand to be associated with groups such as 'Hell's Angels'.

Paragraph 6:

In 2008, a Harley-Davidson Museum opened in Milwaukee. The three building complex contains a large collection of motorcycles and other Harley-Davidson memorabilia. This represents a huge leap from the shed in the Davidson's backyard. Proof enough that Harley-Davidson is more than a motorcycle, more than a company; it has become a way of life for motorcyclists all over the world. William and Arthur would be delighted.

But what happened to the shed?**Paragraph 7:**

The shed was eventually moved to the Juneau Avenue factory to serve as a reminder of the company's humble beginnings, but sadly was accidentally demolished by contractors during the 1970's.





Answer the following questions about "The Harley-Davidson Story"

1. True or False

- In 2006, a Harley-Davidson Museum opened in Milwaukee T or F
- In 1917, the USA entered World War 1 T or F
- The shed was moved because it was in the way T or F
- Hollywood promoted the image of Harley-Davidson in a bad way T or F

2. How does paragraph 1 help you to understand what the story is about?

3. Explain the meaning of the following words in the context of the story:

- memorabilia

- demolished

- tarnish

- forerunner

THE RODDER FAMILY

Joey lived with his two big brothers, Harley and Indian. They had large round bellies, skull rings, pierced eyebrows and tattoos all over their arms.

Harley and Indian both wore old leather jackets that creaked when they moved. The well-worn cracks in their leather looked like road maps. When they rode their motorbikes, dark sunglasses covered their beady eyes. Dull and dented black helmets covered their bald shaven heads. Apart from the tattoos, you could not tell them apart.

Need a 250cc motor...in exc cond, low kms. Petrol tank, silver/blue flame trim.....



While he delivered papers, Joey thought about building his own motorised bicycle. It would have a silver frame with a matching silver and blue petrol tank. It needed red painted flames flowing up each side of the tank.



THE NEW BIG BLUE FROM BIG WHEELS

There is no denying it. The new bike from Big Wheels is a wild machine. A scary steering angle, super long wheel base and the ultra rumble RodderTec 1000cc engine.

You can't relax on Big Blue. NO WAY! This machine is all energy and speed.

The exhaust is cut and shut and the latest technology from Long Larry's workshop. The baffles produce the right grunt for a bike this mean. The super titanium frame offers a low ride with a fatbob back wheel.

Big Blue is pure joy to ride and is light as a feather, only weighing a cool 30kg.



THE RODDER FAMILY

1. The text in the yellow box begins with a description about the Rodder family.

How does this help you understand the story?

2. The text in the black box is a review from a magazine.

Have you ever seen a review about something? _____

Where did you see/hear it?

a) TV b) Face Book or similar c) Radio d) Magazine e) Newspaper

3. True or False

- A review is only about bad features
- A review is about good and bad features
- A review is only about good features
- A review gives the writer's personal opinion

4. Complete these descriptions:

a) This machine is all _____

b) The well-worn cracks in their leather _____

c) While he delivered papers, Joey thought _____

5. Look at the colours, illustrations and images.

What feelings or messages do you think they send to the reader? Circle the answers.

fear	speed	calm	heat	play
work	interest	action	mechanics	softness

6. Why was Joey thinking about building his own motorised bicycle?

7. Read "The New Big Blue from Big Wheels"

What features of the bike's performance are described?

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